

## **Rationale for Training Portfolio**

**Title: Sox The Cat**

**Grade: 4**

**Year released: 2007**

**Reflective Piece Title: Dear Reviewer**

### **\_\_\_2\_\_\_ Content (2,2,2)**

The writing attempts to establish and maintain a narrowed focused purpose; some lapses in focus. The writing attempts to reflect on growth, but has lapses when comparing the writing to the life cycle of a frog. More emphasis is placed on how writing is like a frog and not how the writer has grown in writing and the impact. Without the focused purpose, the writing does not fully address the audience's needs, even though there is communication with the audience. The writing demonstrates some idea development with details and support; however, support is sometimes irrelevant to the purpose. Examples are "your tadpole with legs is becoming a frog with a tail, at last my portfolio is an adult frog, and if the teacher likes your portfolio." Characteristics of genre are evidenced in the letter format and the writer's attempt to reference his growth as a writer.

### **\_\_\_3\_\_\_ Structure (3,3,3)**

The writing demonstrates logical, coherent organization. Evidence of this is identified throughout. Transitions are logically placed to move the reader through the writing. The writing demonstrates control of sentence structure by using a variety of compound and complex sentences.

### **\_\_\_3\_\_\_ Conventions (3,3,3)**

The writing demonstrates control of grammar and usage relative to length and complexity. The writing also demonstrates acceptable word choice (illustrate, model, overwhelmed) that is appropriate for audience and purpose. A minor correctness issue is the misuse of commas and semicolons, but does not affect the overall subdomain score.

### **Instructional Implications:**

The writing is being compared to the life cycle of a frog, but fails to support this claim. When using analogies, a student must be aware of how to use them completely. The writer should also analyze, describe, and explain personal writing progress in order to fulfill the purpose of the reflective entry. Making the connections between writing development and literacy experiences will add support to the purpose.

**Personal OR Literary Piece Title: Sox The Cat**

**\_\_\_3\_\_\_ Content (3,3,3)**

The writing establishes and maintains an authentic focused purpose throughout by focusing on the significance of the cat/owner relationship and the love the writer has for Sox. An awareness of audience's needs is evident by the depth of idea development. This is supported with sufficient details when giving experiences to illustrate the relationship between Sox and the writer. The writing follows the characteristics of the genre by focusing on the significance of the relationship and memories of the pet, as well as an analysis of the relationship.

**\_\_\_3\_\_\_ Structure (3,3,3)**

The writing demonstrates logical, coherent organization throughout, even though the last paragraph refers to gaining more trust and does not make the connection to the purpose. The use of effective transitional elements is evident ("Thinking of another reason why I loved Sox..., Before I knew it..."). The transitional elements help guide the reader through the memoir. A variety of sentence structures is evident through the use of simple, compound, complex, and compound-complex sentences.

**\_\_\_3\_\_\_ Conventions (3.4.3)**

The writing demonstrates control of grammar and usage relative to length and complexity. Accurate, rich word choice impacts the reader throughout (vicious, mercy, underestimate). The use of onomatopoeia is appropriate, as well as the play on words ("tear your leg off"). The writing demonstrates control of correctness relative to length and complexity.

**Instructional Implications:**

More instruction on maintaining authentic focused purpose is needed. A few lapses occurred in the beginning and ending paragraphs.

**Transactive Piece Title: Dear Mrs. T.**

**\_\_\_3\_\_\_ Content (3.3.3)**

The writing establishes and maintains an authentic focused purpose throughout: a persuasive letter to the principal wanting more physical education time for all students in order for them to more healthy. The writing addresses the needs of the audience by identifying things that only that principal could relate to regarding physical education classes in the school. The writing demonstrates depth of idea development with specific details and support by explaining why more physical education is needed along with researched details. The characteristics of the genre are applied. The writing included develops reasons supporting the purpose as well as an image of the future for the students if given the request.

**\_\_\_3\_\_\_ Structure (3,3,3)**

Using paragraphing and the letter format logically, coherently organize the writing correctly. The writing demonstrates logical, effective transitional elements throughout (paragraphing, transitional phrases). There is control and variety in sentence structure.

**\_\_\_3\_\_\_ Conventions (3,4,3)**

The writing demonstrates control of grammar and usage relative to length and complexity. The writer knows and applies grammar rules. There is evidence of accurate, rich, and precise word choice that is appropriate for the audience and purpose (state, content, endurance, extended). The writing demonstrates control of correctness relative to length and complexity.

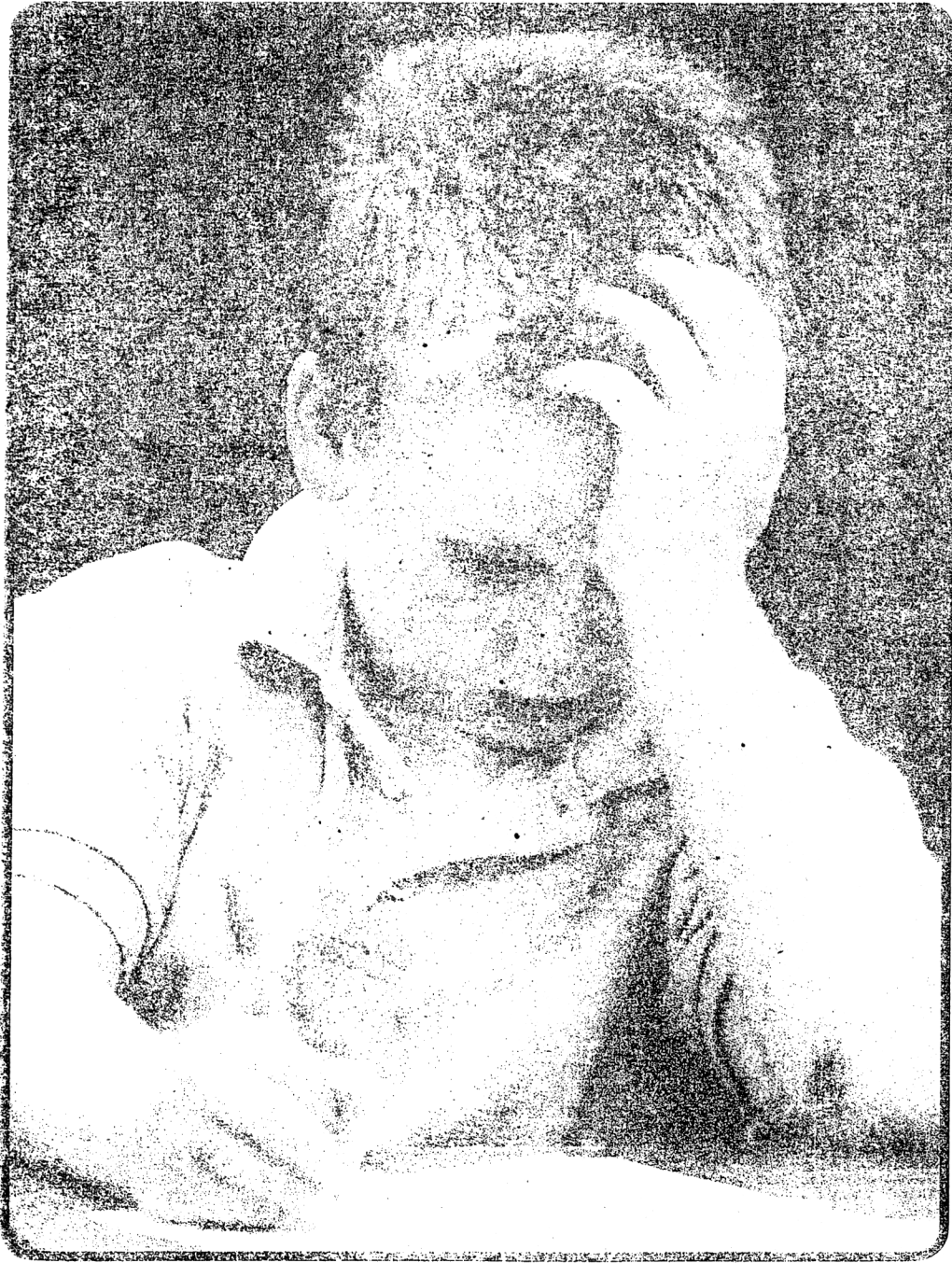
**Instructional Implications:**

Documentation of researched materials should be a part of instruction.

# CATS Assessment

## 2005-06

4087721



**Writing Portfolio**

**Grade 4**



# STUDENT SIGNATURE SHEET

(Required in Each Portfolio)

Please read the Note to Students and Teachers below before signing the following statements.

## Required Verification Signature

The pieces in this portfolio are my own original work. I am the author of all the pieces in my portfolio. I may have talked about my work (conferenced) with my teacher, family, and friends, but I have made any changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise indicated by a teacher's signature in the box below labeled "IEP/504 Plan Adaptations").

\_\_\_\_\_  
Student Signature

IEP/504 Plan Adaptations (requires teacher signature):

\_\_\_\_\_  
Teacher Signature

## Optional Permission

I agree to allow my portfolio to be photocopied for use by others outside my school as an example of student work. I understand that my name, the names of my school and town, and any other identifying information I may have used in my writing will be removed before my portfolio is copied.

\_\_\_\_\_  
Student Signature (optional)

**Required Verification Signature:** It is required that the work contained in each portfolio is the original work of the student. Every portfolio must include the statement, signed by the student, that the work in the portfolio is his/her original work. This sheet must be placed in the portfolio. If the verification statement is not signed, the portfolio will receive a performance rating of Incomplete.

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Please note that portfolios are included in any statewide re-scoring activities even if neither statement is signed.

# 2006 PORTFOLIO SCORING STUDY\*

## KENTUCKY WRITING PORTFOLIO Table of Contents Grade 4

Student Signature Sheet Included and Signed

☒ Y

N (Circle one)

| Fill In<br>Number<br>Selected | Category/Descriptor  | Page |
|-------------------------------|--|------|
| 1                             | <b>Reflective Writing</b> (Include 1)  |      |
|                               | Title: Dear Reviewer,  | 1    |
| 1                             | <b>Personal Expressive OR Literary Writing</b> (Include 1)<br><i>Personal Narrative, <u>Memoir</u><br/>Story, Poem, Script</i> |      |
|                               | Title: SOX The Cat   | 4    |
| 1                             | <b>Transactive Writing</b> (Include 1)<br><i>Various Real-World Forms</i>  |      |
|                               | Title: Dear Mrs. T,  | 7    |
| 3                             | <b>Total (must equal 3)</b>  |      |

March 21, 2006

Dear Reviewer,

Whew! I am overwhelmed with joy that portfolios are finally over!

To me, writing is compared to the life cycle of a frog. While a portfolio is an embryo, which is an egg, it's just a thought or idea. When it becomes a frog, a portfolio is ready for a final draft. In this letter, you will discover how my writing is compared to a life cycle of a frog.

The first step of writing is the egg, known as the idea. When it is an egg, it is not fully developed yet. An egg will need time to hatch into a tadpole, just like an idea about to develop into a brainstorm. I discovered my ideas from Mrs. [redacted] because she gave examples of proficient and distinguished portfolios. Those ideas traveled into my mind, creating thoughts for my portfolio. However, I don't want to be guilty of using the same thoughts. I want to create my own thoughts such as this letter, comparing my writing to the life cycle of a frog.

The next step of writing is like the tadpole, which is the brainstorming. When your portfolio is a tadpole, you'll have to brainstorm some ideas to make it into a four square model. This model helped me tremendously by organizing my thoughts. Before I learned this organizing strategy, my thoughts were leaping everywhere like a frog leaps on a lily

pad. Thanks to this model, my paragraphs are organized and transition one to another.

After that step, you're ready for your tadpole to become a tadpole with legs, which is your rough draft. Don't worry; if you misspell a word or make a mistake, it's fine. In a rough draft or sloppy copy, you're mostly worrying about getting your thoughts on your rough draft, not about correcting. Your correcting stage will be needed later. You're getting closer to being a frog!

Continuing on the next step, your tadpole with legs is becoming a frog with a tail! The frog with a tail is your revising and proofreading step. While it is a frog with legs, you must find and correct errors and mistakes such as misspelled words and wrong punctuation. I added details by using vivid verbs and snap shots. Snap shots are words that illustrate pictures in the reader's mind, for example in my memoir, I included onomatopoeia words such as, "swoosh" and "crash"! This improved my writing by giving my reader pictures. Your frog with a tail is almost a full, grown frog!

The final step of writing is your fully-grown frog. When you've made it this far; let me be the first to say, "Congratulations!" But wait! You haven't finished yet! Remember, you still have to finish your final copy! Your final copy may be the ending of the portfolio, but don't be fooled by

your final copy. Trust me, it is not your final copy! You'll have to go back to the revising step to answer the questions your teacher has given you. By answering these questions, it will improve your writing by giving more details. If the teacher likes your portfolio, the teacher will agree that it is finished. If the teacher still thinks it needs changes, you have to revise it again. The choice is yours! Make those changes and be the best you can be, or don't make the changes, and get the score you deserve! I don't know about you, but I want to make those changes, and be the best I can be!

At last, my portfolio is an adult frog. So let's review, your ideas are an embryo, your brainstorming is your tadpole. Next is your rough draft, which is your tadpole with legs. After that you have your frog with a tail, which is your proofreading, and finally, your adult frog, which is your final draft! "Congratulations!" My portfolio is an adult frog! If you thought my letter was a splash, dive in for my other portfolio pieces! Oh! By the way... Ribbit! Swoosh! SPLASH!

Sincerely,

A Very Hard-Working Fourth Grader



# SOX The Cat

Crash! Meow! Swoosh! There he goes! Rip! Meooow! There he goes again! Its ... Sox! Sox was the most wild thing on this earth! Sox was a cat... but he wasn't normal! I really loved sox because he always loved me. I used to play games with him and his wild self. Oh! That reminds me...

I remember when Sox wanted a bed to himself. My parents wouldn't let him stay on the bed. Also, Je        and I wouldn't either because we were too tired of him meowing in our faces. Je        is my older sister. Then, it happened. He had his weird brain going. He crept into my room. I heard a small creek! But I didn't know what it was. Sox inched his way to my bed. Then, he jumped on the smooth, white counter, and then on my rough, brown dresser. I did not know what he was doing. I thought he was practicing for the circus! But he wasn't! And then... Whoosh! Kerpow! I couldn't believe my eyes! Sox had just jumped on top of my bunk bed! Right on top of the hardest thing for a cat to climb! I learned not to underestimate the strength of Sox!

Thinking of another reason why I loved Sox, I used to play games with him. I remember one game that we used to play and that game was fishing. Sox was the fish. Actually, he was a catfish, and I was the

fisherman. My rod was a long piece of string, and my bait was a toy elephant. Then I climbed into my boat, which was the red chair. Next, I reached for my enormous string and threw the string beside the red chair. The elephant was tied on to the end of the long string. Sox would see the elephant, teasing and taunting him. Sox loved to put his claws through a soft toy. He would be on the floor, lying down, holding his claws by trying to sit on them. He couldn't resist putting his claws through the elephant. Before I knew it, I felt a humongous, Thwack! Riiiiip! Sox had just stuck his claws in the side of the toy elephant. Quickly, I reeled him up. There he was, dangling from the string. I caught the catfish! I showed my dad what I did. He thought it was funny! I thought it was funny too!

Thinking of the last reason why I loved Sox was because he was brave. If he were in a good mood, he wouldn't be after a fight with Tiger, Jr.'s cat. Jr. got Tiger when she was 5 years old. Aunt [unclear] got Tiger at a pet store. Tiger was the first cat in the house, however Sox was stray. My dad caught him in a pool net dipper. Anyway, Sox would always get into a fight with Tiger. It would be a full speed chase! There would be bursting energy from the battle. Tiger and Sox were pretty fast! But Sox was faster! Sox always won because Tiger always ran away!

One time, Sox faced Abby, my mother's dog. Abby was vicious, showed no mercy, and would tear your leg off. Abby got a good claw in her back. Sox still won! Sox wasn't scared of Abby! Sox beat up Abby! Abby whimpered because she got hurt. During the fight, I felt confident that Sox would win. This is an important event because I liked to watch Sox fight.

All of these reasons tell you why Sox the cat was special to me. Sox was special to me because he was strange, he played games with me, and he was really brave. What I learned from Sox was responsibility. I showed responsibility by doing my chores such as feeding and giving him water. This aided me in the future because I have gained more trust from my parents. But one day, Sox ran away. I felt very lonely and empty inside. I will never forget Sox because of remembering his strangeness.

120 Autumn Lane

KY.

Jan. 4, 2006

Dear Mrs. T ,

When you were a kid, did you wish that physical education classes were longer? Did you have a favorite sport? Did you love playing basketball? Fitness class is my favorite special, but there isn't enough time for this special. That's why I'm telling you this. There should be more time for the students at C.C.E.S. to exercise and play sports. If there were more time for gym, kids would get enough exercise, our physical education teacher Mrs. could have more time to teach, and kids would lose weight and learn more lessons like soccer.

One reason to have more gym for the students at C.C.E.S. is to get enough exercise. Getting enough exercise can keep your body active, it will help you learn more things such as basketball, baseball and soccer, and it keeps your heart pumping. It helped me get healthy, strong, and active when I play sports. In research, I found at least three reasons what exercise does for the human body. First, it reduces the risk of premature death. Second, it reduces the risk of developing and or dying from heart disease. Last, it reduces high blood pressure or the risk of developing high blood pressure.

The students need to know about these things because they might be affected by one of these conditions. This is a good reason to have longer gym time.

Another reason to have more time for physical education is because

Mrs. (                      ) would have more time to teach. If there were more time for gym, Mrs. (                      ) might be able to have time to talk about getting healthy and staying healthy. Also, we can probably finish one unit in at least two days, and we could finish all of our state content before the end of the school year. We would also have more time to gain a lot of knowledge about fitness skills. This is important because when the students grow up, the students will know how to play and know the rules to every sport.

The last reason to have more gym time is because kids can lose weight and learn more lessons. If kids lose weight, they will be really strong, they won't be as tired, and they will be very healthy. Also, we could learn how to rock climb, how to roller skate, and to know to play a lot of sports. This is important because it helps their abilities, their endurance, and their strength. Even though our school has Take Ten, a program for learning exercising and eating habits, we forget about this program. But if we had extended gym time, we the students would be able to get our exercise in and start being healthy.



Our school would be a better place if we the students had more Physical Education. It would give the students more exercise, it would give Mrs. more time to teach, and kids would lose weight and learn more lessons such as football. I can see the students at C.C.E.S. becoming athletes in the future. We may have the next Peyton Manning in our school! And that's exactly why we need more exercising time.

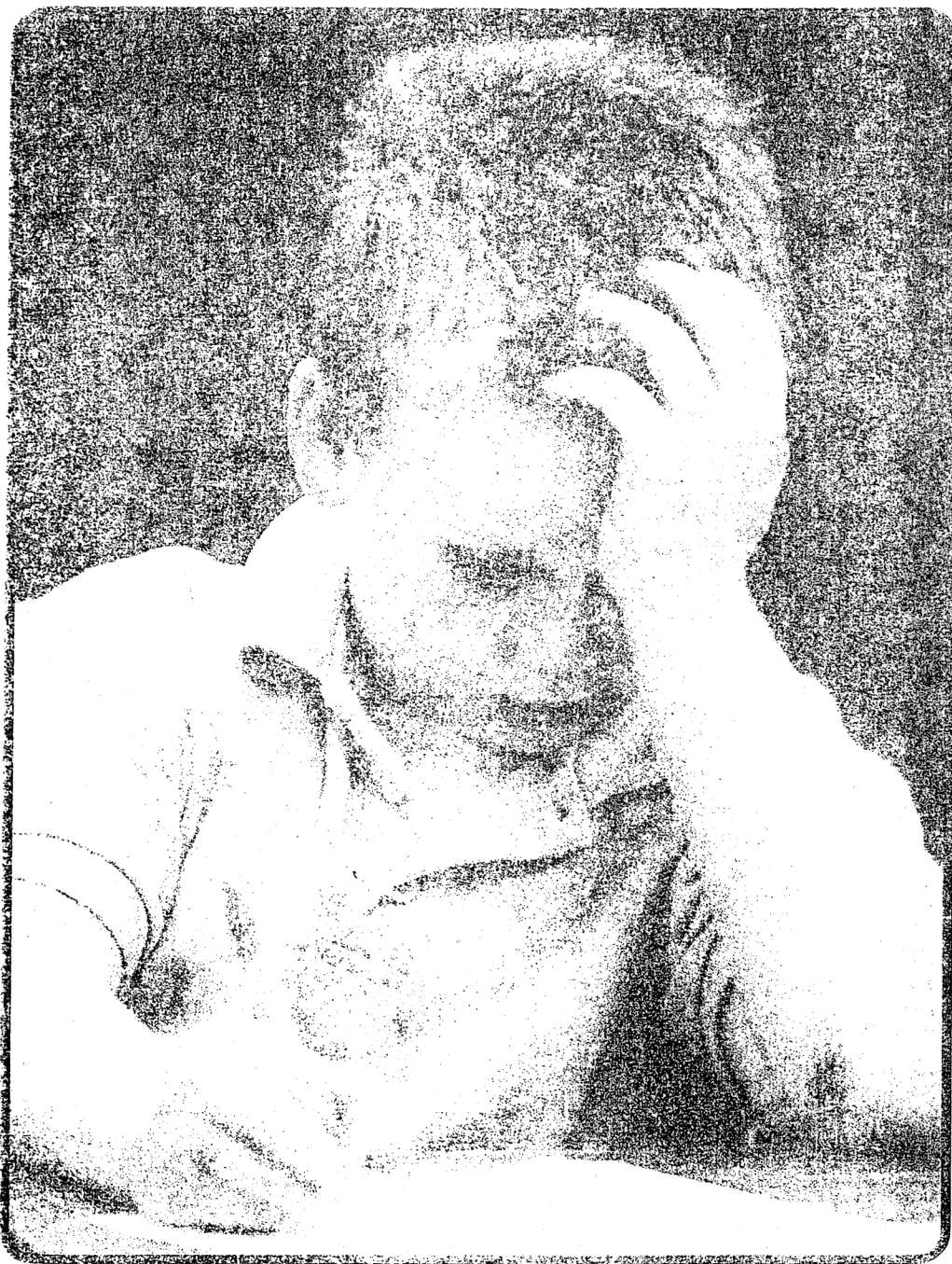
Sincerely,

A Fourth Grader

# CATS Assessment

## 2005-06

4/2/21  
Annotated



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tremendously by organizing my thoughts. Before I learned this organizing

strategy, my thoughts were leaping everywhere like a frog leaps on a lily

Analogy does  
not work.

acceptable  
word  
choice

Complex  
sentence

Attempts  
to establish  
a narrowed  
purpose

Word choice (W.C.)  
"Using"  
"you"  
"and"  
"me"  
needs  
to be  
consistent

transition

Reflection



Reflection  
pad. Thanks to this model, my paragraphs are organized and transition one to another.

transitional phrase  
After that step, you're ready for your tadpole to become a tadpole with legs, which is your rough draft. Don't worry; if you misspell a word or make a mistake, it's fine. In a rough draft or sloppy copy, you're mostly worrying about getting your thoughts on your rough draft, not about correcting. Your correcting stage will be needed later. You're getting closer to being a frog! *some attempt to communicate with audience*

irrelevant support  
Continuing on the next step, your tadpole with legs is becoming a frog with a tail! The frog with a tail is your revising and proofreading step. While it is a frog with legs, you must find and correct errors and mistakes such as misspelled words and wrong punctuation. I added details by using vivid verbs and snap shots. Snap shots are words that illustrate pictures in the reader's mind. *comma usage* for example in my memoir, I included onomatopoeia words such as, "swoosh" and "crash"! This improved my writing by giving my reader pictures. *WC* Your frog with a tail is almost a full, grown frog!

The final step of writing is your fully-grown frog. When you've made it this far; let me be the first to say, "Congratulations!" But wait! You haven't finished yet! Remember, you still have to finish your final copy! Your final copy may be the ending of the portfolio, but don't be fooled by

Summarizes steps of writing process - does not reflect on his/her growth through the process

your final copy. Trust me, it is not your final copy! You'll have to go back to the revising step to answer the questions your teacher has given you. By

answering these questions, it will improve your writing by giving more details. If the teacher likes your portfolio, the teacher will agree that it is

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again. The choice is yours! Make those changes and be the best you can be,

or don't make the changes, and get the score you deserve! I don't know

about you, but I want to make those changes, and be the best I can be!

At last, my portfolio is an adult frog. So let's review, your ideas are an

embryo, your brainstorming is your tadpole. Next is your rough draft, which

is your tadpole with legs. After that you have your frog with a tail, which is

your proofreading, and finally, your adult frog, which is your final draft!

"Congratulations!" My portfolio is an adult frog! If you thought my letter

was a splash, dive in for my other portfolio pieces! Oh! By the way...

Ribbit! Swoosh! SPLASH!

Sincerely,

A Very Hard-Working Fourth Grader

irrelevant  
support

voice

irrelevant  
support

W.C.

W.C.

Memoir

## SOX The Cat

Voice

Crash! Meow! Swoosh! There he goes! Rip! Meooooow! There he goes

again! Its ... Sox! Sox was the most wild thing on this earth! Sox was a cat... but he wasn't normal! (really loved sox because he always loved me.)

used to play games with him and his wild self. Oh! That reminds me...

I remember when Sox wanted a bed to himself. My parents wouldn't let him stay on the bed. Also, J and I wouldn't either because we were

too tired of him meowing in our faces. J is my older sister. Then, it

happened. <sup>voice</sup> He had his weird brain going. He crept into my room. I heard a small creek! <sup>spelling</sup> But I didn't know what it was. Sox <sup>strong verb</sup> inched his way to my bed.

Then, he jumped on the smooth, white counter, and then on my rough,

brown dresser. I did not know what he was doing. ~~I thought he was~~ <sup>voice</sup>

practicing for the circus! But he wasn't! And then... ~~Whoosh! Kerpow!~~ <sup>\* Contradiction of meaning.</sup>

couldn't believe my eyes! Sox had just jumped on top of my bunk bed!

Right on top of the hardest thing for a cat to climb! I learned not to

<sup>strong verb</sup> underestimate the strength of Sox!

Thinking of another reason why I loved Sox, I used to play games with him. I remember one game that we used to play and that game was fishing. Sox was the fish. Actually, he was a catfish, and I was the

Compound Sentence

fisherman. My rod was a long piece of string, and my bait was a toy elephant. <sup>logical transition</sup> Then I climbed into my boat, which was the red chair. Next, I reached for my enormous string and threw the string beside the red chair.

The elephant was tied on to the end of the long string. Sox would see the elephant, teasing and taunting him. Sox loved to put his claws through a soft toy. He would be on the floor, lying down, holding his claws by trying to sit on them. He couldn't resist putting his claws through the elephant. Before I <sup>effective transition</sup> knew it, I felt a humongous, Thwack! Riiiiip! Sox had just stuck his claws in the side of the toy elephant. Quickly, I reeled him up. There he was,

dangling from the string. I caught the catfish! I showed my dad what I did. He thought it was funny! I thought it was funny too!

*Didn't bring why  
back to he loves  
Sox.*

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All of these reasons tell you why Sox the cat was special to me. Sox was special to me because he was strange, he played games with me, and he was really brave. What I learned from Sox was responsibility. I showed responsibility by doing my chores such as feeding and giving him water.

This aided me in the future because I have gained more trust from my parents. <sup>Lapse</sup> But one day, Sox ran away. I felt very lonely and empty inside. I will never forget Sox because of remembering his strangeness.

6  
Descriptive  
Language  
Impacts  
Reader  
Through  
Play on  
words  
to enhance  
meaning

irrelevant  
detail



120 Autumn Lane

KY.

Jan. 4, 2006

Dear Mrs. T

\* Logical Organization

When you were a kid, did you wish that physical education classes were longer? Did you have a favorite sport? Did you love playing basketball? Fitness class is my favorite special, but there isn't enough time for this special. That's why I'm telling you this. There should be more time for the students at C.C.E.S. to exercise and play sports. If there were more time for gym, kids would get enough exercise, our physical education teacher Mrs. could have more time to teach, and kids would lose weight and learn more lessons like soccer.

Authentic purpose

Compound, Complex Sentence

Logical Effective Transitions Element

One reason to have more gym for the students at C.C.E.S. is to get enough exercise. Getting enough exercise can keep your body active, it will help you learn more things such as basketball, baseball and soccer, and it keeps your heart pumping. It helped me get healthy, strong, and active when I play sports. In research, I found at least three reasons what exercise does for the human body. First, it reduces the risk of premature death. Second, it reduces the risk of developing and or dying from heart disease. Last, it reduces high blood pressure or the risk of developing high blood pressure.

Compound Sent.

precise word choice

support

transitions used effectively



The students need to know about these things because they might be affected by one of these conditions. This is a good reason to have longer gym time.

acceptable  
word  
choice 8

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support

Mrs. would have more time to teach. If there were more time

for gym, Mrs. might be able to have time to talk about getting

Complex  
Sentence  
details

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school year. We would also have more time to gain a lot of knowledge about fitness skills. This is important because when the students grow up, the students will know how to play and know the rules to every sport.

The last reason to have more gym time is because kids can lose

support

weight and learn more lessons. If kids lose weight, they will be really strong,

they won't be as tired, and they will be very healthy. Also, we could learn how to rock climb, how to roller skate, and to know to play a lot of sports.

Complex  
Sentence

This is important because it helps their abilities, their endurance, and their

strength. Even though our school has Take Ten, a program for learning

precise  
word  
choice

exercising and eating habits, we forget about this program. But if we had

extended gym time, we the students would be able to get our exercise in and

start being healthy.

Use of  
transitions  
moves  
reader  
through

awareness  
of  
audience's  
needs

Awareness of  
audiences needs

Our school would be a better place if we the students had more

future  
image

Physical Education. It would give the students more exercise, it would give

Mrs. more time to teach, and kids would lose weight and

learn more lessons <sup>?</sup> such as football. I can see the students at C.C.E.S.

becoming athletes in the future. We may have the next Peyton Manning in  
our school! And that's exactly why we need more exercising time.

Sincerely,

A Fourth Grader